

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Eastern Kentucky University

		Underprepared in math	%
Retained at native institution	First developmental or college math courses taken:		
	Took developmental course	462	92.8%
	Took at college level, placed out of dev. with inst. exam	14	2.8%
	Took at college level without taking dev. or placing out	9	1.8%
	Did not take subject, placed out of dev. with inst. exam	4	0.8%
	Did not take subject, did not place out of dev. with inst. exam	9	1.8%
	Total	498	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	480	96.4%
	Did not take dev./suppl. education or place out	18	3.6%
Not retained at native institution	First developmental or college math courses taken:		
	Took developmental course	337	83.6%
	Took at college level, placed out of dev. with inst. exam	5	1.2%
	Took at college level without taking dev. or placing out	3	0.7%
	Did not take subject, placed out of dev. with inst. exam	8	2.0%
	Did not take subject, did not place out of dev. with inst. exam	50	12.4%
	Total	403	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	350	86.8%
	Did not take dev./suppl. education or place out	53	13.2%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Eastern Kentucky University

		Underprepared in math	%
Total students underprepared in math	First developmental or college math courses taken:		
	Took developmental course	799	88.7%
	Took at college level, placed out of dev. with inst. exam	19	2.1%
	Took at college level without taking dev. or placing out	12	1.3%
	Did not take subject, placed out of dev. with inst. exam	12	1.3%
	Did not take subject, did not place out of dev. with inst. exam	59	6.5%
	Total	901	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	830	92.1%
	Did not take dev./suppl. education or place out	71	7.9%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Eastern Kentucky University

		Underprepared in English	%
Retained at native institution	First developmental or college English course taken:		
	Took developmental course	306	82.3%
	Took at college level, placed out of dev. with inst. exam	41	11.0%
	Took at college level without taking dev. or placing out	21	5.6%
	Did not take subject, placed out of dev. with inst. exam	2	0.5%
	Did not take subject, did not place out of dev. with inst. exam	2	0.5%
	Total	372	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	349	93.8%
	Did not take dev./suppl. education or place out	23	6.2%
Not retained at native institution	First developmental or college English course taken:		
	Took developmental course	265	79.8%
	Took at college level, placed out of dev. with inst. exam	16	4.8%
	Took at college level without taking dev. or placing out	7	2.1%
	Did not take subject, placed out of dev. with inst. exam	12	3.6%
	Did not take subject, did not place out of dev. with inst. exam	32	9.6%
	Total	332	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	293	88.3%
	Did not take dev./suppl. education or place out	39	11.7%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Eastern Kentucky University

		Underprepared in English	%
Total students underprepared in English	First developmental or college English course taken:		
	Took developmental course	571	81.1%
	Took at college level, placed out of dev. with inst. exam	57	8.1%
	Took at college level without taking dev. or placing out	28	4.0%
	Did not take subject, placed out of dev. with inst. exam	14	2.0%
	Did not take subject, did not place out of dev. with inst. exam	34	4.8%
	Total	704	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	642	91.2%
	Did not take dev./suppl. education or place out	62	8.8%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Eastern Kentucky University

		Underprepared in reading	%
Retained at native institution	First developmental reading or college social science course taken:		
	Took developmental course	145	58.5%
	Took at college level, placed out of dev. with inst. exam	57	23.0%
	Took at college level without taking dev. or placing out	7	2.8%
	Did not take subject, placed out of dev. with inst. exam	36	14.5%
	Did not take subject, did not place out of dev. with inst. exam	3	1.2%
	Total	248	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	238	96.0%
	Did not take dev./suppl. education or place out	10	4.0%
Not retained at native institution	First developmental reading or college social science course taken:		
	Took developmental course	113	54.1%
	Took at college level, placed out of dev. with inst. exam	12	5.7%
	Took at college level without taking dev. or placing out	1	0.5%
	Did not take subject, placed out of dev. with inst. exam	55	26.3%
	Did not take subject, did not place out of dev. with inst. exam	28	13.4%
	Total	209	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	180	86.1%
	Did not take dev./suppl. education or place out	29	13.9%

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Eastern Kentucky University

		Underprepared in reading	%
Total students underprepared in reading	First developmental reading or college social science course taken:		
	Took developmental course	258	56.5%
	Took at college level, placed out of dev. with inst. exam	69	15.1%
	Took at college level without taking dev. or placing out	8	1.8%
	Did not take subject, placed out of dev. with inst. exam	91	19.9%
	Did not take subject, did not place out of dev. with inst. exam	31	6.8%
	Total	457	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	418	91.5%
	Did not take dev./suppl. education or place out	39	8.5%

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 7. Grade in First Developmental Math Course: Students Underprepared in Math, 2004

<i>Eastern Kentucky University</i>		
	N	%
<i>Grade in first developmental math course</i>		
A	110	13.3%
B	203	24.5%
C	240	29.0%
F/E	243	29.4%
Withdrew	31	3.7%
Total	827	100.0%
<i>Successful completion of first developmental math course</i>		
Did not successfully complete first course	274	33.1%
Successfully completed first course	553	66.9%

Note: Grade in first developmental math course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 8. Grade in First Developmental English Course: Students Underprepared in English, 2004*Eastern Kentucky University*

	N	%
<i>Grade in first developmental English course</i>		
A	116	19.7%
B	231	39.3%
C	107	18.2%
F/E	113	19.2%
Withdrew	21	3.6%
Total	588	100.0%
<i>Successful completion of first developmental English course</i>		
Did not successfully complete first course	134	22.8%
Successfully completed first course	454	77.2%

Note: Grade in first developmental English course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 9. Grades in First Developmental Reading Course: Students Underprepared in Reading, 2004

<i>Eastern Kentucky University</i>		
	N	%
<i>Grade in first developmental reading course</i>		
A	75	27.7%
B	86	31.7%
C	42	15.5%
F/E	55	20.3%
Withdrew	13	4.8%
Total	271	100.0%
<i>Successful completion of first developmental reading course</i>		
Did not successfully complete first course	68	25.1%
Successfully completed first course	203	74.9%

Note: Grade in first developmental Reading course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 10. Students' Grades in their First College-Level Math Course by Preparation Level and Developmental Education in Math, 2004

Eastern Kentucky University

	Grade in first college-level math course					Students taking college-level math
	A	B	C	D	F	
Prepared	24.9%	26.0%	26.4%	10.8%	12.0%	1,246
Underprepared, took dev. course or placed out	6.7%	20.1%	32.6%	18.8%	21.8%	298
Underprepared, no dev. course or placement out	.	50.0%	33.3%	.	16.7%	12
All students	21.2%	25.1%	27.6%	12.2%	13.9%	1,556

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 11. Students with Grades of C or Better in their First College-Level Math Course by Preparation Level and Type of Education in Math, 2004

Eastern Kentucky University

		Students taking college-level math	Grade in first college-level math course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,246	77.3%	22.7%
	Developmental courses or placements in math:			
	Took developmental course	145	60.7%	39.3%
	Took at college level, placed out of dev. with inst. exam	10	100.0%	.
	Took at college level without taking dev. or placing out	1,091	79.3%	20.7%
Underprepared, took dev. course or placed out	Total	298	59.4%	40.6%
	Developmental courses or placements in math:			
	Took developmental course	279	59.1%	40.9%
	Took at college level, placed out of dev. with inst. exam	19	63.2%	36.8%
	Underprepared, no dev. course or placement out	Total	12	83.3%	16.7%
Developmental courses or placements in math:				
Took at college level without taking dev. or placing out		12	83.3%	16.7%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 12. Students' Grades in their First College-Level English Course by Preparation Level and Developmental Education in English, 2004

Eastern Kentucky University

	Grade in first college-level English course					Students taking college-level English
	A	B	C	D	F	
Prepared	30.4%	35.6%	22.1%	3.2%	8.7%	1,649
Underprepared, took dev. course or placed out	17.2%	35.1%	29.9%	3.3%	14.6%	425
Underprepared, no dev. course or placement out	17.9%	28.6%	35.7%	3.6%	14.3%	28
All students	27.6%	35.4%	23.8%	3.2%	10.0%	2,102

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 13. Students with Grades of C or Better in their First College-Level English Course by Preparation Level and Type of Education in English, 2004

Eastern Kentucky University

		Students taking college-level English	Grade in first college-level English course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,649	88.1%	11.9%
	Developmental courses or placements in English:			
	Took developmental course	15	100.0%	.
	Took at college level, placed out of dev. with inst. exam	2	.	.
	Took at college level without taking dev. or placing out	1,632	88.0%	12.0%
Underprepared, took dev. course or placed out	Total	425	82.1%	17.9%
	Developmental courses or placements in English:			
	Took developmental course	368	81.3%	18.8%
	Took at college level, placed out of dev. with inst. exam	57	87.7%	12.3%
Underprepared, no dev. course or placement out	Total	28	82.1%	17.9%
	Developmental courses or placements in English:			
	Took at college level without taking dev. or placing out	28	82.1%	17.9%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 14. Students' Grades in their First College-Level Social Science Course by Preparation Level and Developmental Education in Reading, 2004

Eastern Kentucky University

	Grade in first college-level social science course					Students taking college-level social science
	A	B	C	D	F	
Prepared	23.6%	29.9%	25.3%	8.6%	12.5%	1,077
Underprepared, took dev. course or placed out	5.0%	20.6%	25.6%	25.6%	23.1%	160
Underprepared, no dev. course or placement out	.	62.5%	12.5%	12.5%	12.5%	8
All students	21.0%	28.9%	25.3%	10.8%	13.9%	1,245

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 15. Students with Grades of C or Better in their First College-Level Social Science Course by Preparation Level and Type of Education in Reading, 2004

Eastern Kentucky University

		Students taking college-level social science	Grade in first college-level social science course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,077	78.8%	21.2%
	Developmental courses or placements in reading:			
	Took developmental course	4	.	.
	Took at college level, placed out of dev. with inst. exam	12	100.0%	.
	Took at college level without taking dev. or placing out	1,061	78.7%	21.3%
Underprepared, took dev. course or placed out	Total	160	51.3%	48.8%
	Developmental courses or placements in reading:			
	Took developmental course	91	54.9%	45.1%
	Took at college level, placed out of dev. with inst. exam	69	46.4%	53.6%
	Underprepared, no dev. course or placement out	Total	8	75.0%	25.0%
Developmental courses or placements in reading:				
Took at college level without taking dev. or placing out		8	75.0%	25.0%

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

Eastern Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	1,628	72.1%	27.9%	79.8%	20.2%
	Developmental courses or placements in math:					
	Took developmental course	220	65.5%	34.5%	76.8%	23.2%
	Took at college level, placed out of dev. with inst. exam	10	100.0%	.	100.0%	.
	Took at college level without taking dev. or placing out	1,094	82.0%	18.0%	87.4%	12.6%
	Did not take subject, placed out of dev. with inst. exam	2	.	.	.	.
	Did not take subject, did not place out of dev. with inst. exam	302	40.7%	59.3%	54.3%	45.7%
Underprepared, took dev. course or placed out	Total	824	57.8%	42.2%	66.1%	33.9%
	Developmental courses or placements in math:					
	Took developmental course	793	57.8%	42.2%	66.2%	33.8%
	Took at college level, placed out of dev. with inst. exam	19	73.7%	26.3%	78.9%	21.1%
	Did not take subject, placed out of dev. with inst. exam	12	33.3%	66.7%	41.7%	58.3%
Underprepared, no dev. course or placement out	Total	71	25.4%	74.6%	33.8%	66.2%
	Developmental courses or placements in math:					
	Took at college level without taking dev. or placing out	12	75.0%	25.0%	83.3%	16.7%
	Did not take subject, did not place out of dev. with inst. exam	59	15.3%	84.7%	23.7%	76.3%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 17. Students' Retention to the Second Year by English Preparation Level and Type of English Education, 2004

Eastern Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	1,846	71.4%	28.6%	79.0%	21.0%
	Developmental courses or placements in English:					
	Took developmental course	19	68.4%	31.6%	73.7%	26.3%
	Took at college level, placed out of dev. with inst. exam	2	.	.	.	.
	Took at college level without taking dev. or placing out	1,632	74.5%	25.5%	81.7%	18.3%
	Did not take subject, placed out of dev. with inst. exam	1	.	.	.	.
	Did not take subject, did not place out of dev. with inst. exam	192	45.3%	54.7%	56.3%	43.8%
Underprepared, took dev. course or placed out	Total	639	54.5%	45.5%	63.4%	36.6%
	Developmental courses or placements in English:					
	Took developmental course	568	53.7%	46.3%	62.3%	37.7%
	Took at college level, placed out of dev. with inst. exam	57	71.9%	28.1%	82.5%	17.5%
	Did not take subject, placed out of dev. with inst. exam	14	14.3%	85.7%	28.6%	71.4%
Underprepared, no dev. course or placement out	Total	62	37.1%	62.9%	46.8%	53.2%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	28	75.0%	25.0%	75.0%	25.0%
	Did not take subject, did not place out of dev. with inst. exam	34	5.9%	94.1%	23.5%	76.5%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

Eastern Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	2,041	68.9%	31.1%	76.6%	23.4%
	Developmental courses or placements in reading:					
	Took developmental course	9	66.7%	33.3%	66.7%	33.3%
	Took at college level, placed out of dev. with inst. exam	12	100.0%	.	100.0%	.
	Took at college level without taking dev. or placing out	1,064	85.5%	14.5%	89.1%	10.9%
	Did not take subject, placed out of dev. with inst. exam	14	28.6%	71.4%	50.0%	50.0%
	Did not take subject, did not place out of dev. with inst. exam	942	50.3%	49.7%	62.7%	37.3%
Underprepared, took dev. course or placed out	Total	418	56.9%	43.1%	65.8%	34.2%
	Developmental courses or placements in reading:					
	Took developmental course	258	56.2%	43.8%	65.9%	34.1%
	Took at college level, placed out of dev. with inst. exam	69	82.6%	17.4%	85.5%	14.5%
	Did not take subject, placed out of dev. with inst. exam	91	39.6%	60.4%	50.5%	49.5%

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

Eastern Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Underprepared, no dev. course or placement out	Total	39	25.6%	74.4%	48.7%	51.3%
	Developmental courses or placements in reading:					
	Took at college level without taking dev. or placing out	8	87.5%	12.5%	87.5%	12.5%
	Did not take subject, did not place out of dev. with inst. exam	31	9.7%	90.3%	38.7%	61.3%

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 19. Students' Grade Point Average (GPA) at End of First Year by Math Preparation Level and Type of Education in Math, 2004

Eastern Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,628	2.71
	Developmental courses or placements in math:		
	Took developmental course	220	2.39
	Took at college level, placed out of dev. with inst. exam	10	3.03
	Took at college level without taking dev. or placing out	1,094	2.91
	Did not take subject, placed out of dev. with inst. exam	2	.
	Did not take subject, did not place out of dev. with inst. exam	302	2.16
Underprepared, took dev. course or placed out	Total	824	2.23
	Developmental courses or placements in math:		
	Took developmental course	793	2.23
	Took at college level, placed out of dev. with inst. exam	19	2.34
	Did not take subject, placed out of dev. with inst. exam	12	1.97
Underprepared, no dev. course or placement out	Total	71	1.45
	Developmental courses or placements in math:		
	Took at college level without taking dev. or placing out	12	2.80
	Did not take subject, did not place out of dev. with inst. exam	59	1.15

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 20. Students' Grade Point Average (GPA) at End of First Year by English Preparation Level and Type of Education in English, 2004

Eastern Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,846	2.70
	Developmental courses or placements in English:		
	Took developmental course	19	2.64
	Took at college level, placed out of dev. with inst. exam	2	.
	Took at college level without taking dev. or placing out	1,632	2.75
	Did not take subject, placed out of dev. with inst. exam	1	.
	Did not take subject, did not place out of dev. with inst. exam	192	2.22
Underprepared, took dev. course or placed out	Total	639	2.10
	Developmental courses or placements in English:		
	Took developmental course	568	2.08
	Took at college level, placed out of dev. with inst. exam	57	2.43
	Did not take subject, placed out of dev. with inst. exam	14	1.49
Underprepared, no dev. course or placement out	Total	62	1.67
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	28	2.49
	Did not take subject, did not place out of dev. with inst. exam	34	0.86

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 21. Students' Grade Point Average (GPA) at End of First Year by Reading Preparation Level and Type of Education in Reading, 2004

Eastern Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	2,041	2.63
	Developmental courses or placements in reading:		
	Took developmental course	9	2.19
	Took at college level, placed out of dev. with inst. exam	12	2.71
	Took at college level without taking dev. or placing out	1,064	2.87
	Did not take subject, placed out of dev. with inst. exam	14	1.82
	Did not take subject, did not place out of dev. with inst. exam	942	2.35
Underprepared, took dev. course or placed out	Total	418	2.13
	Developmental courses or placements in reading:		
	Took developmental course	258	2.12
	Took at college level, placed out of dev. with inst. exam	69	2.45
	Did not take subject, placed out of dev. with inst. exam	91	1.90
Underprepared, no dev. course or placement out	Total	39	1.52
	Developmental courses or placements in reading:		
	Took at college level without taking dev. or placing out	8	2.81
	Did not take subject, did not place out of dev. with inst. exam	31	1.16

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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